



Learning Scotland



## SCOTTISH RESOURCES: 10-12

**Autumn 2008**

Thursdays 03.35-03.55

*6 and 13 November*

BBC Radio 4 digital (terrestrial, cable, satellite)

### **Newsmaker in the news**

Programmes in this series may be purchased on CD.

Contact BBC Schools Broadcast Recordings, telephone 08701 272 272.

They are also available on demand on the BBC website for seven days post-transmission.

### **Curriculum for Excellence**

These notes relate to re-transmitted programmes conceived within the 5-14 framework. While the 5-14 terminology has been retained, teachers are encouraged to consider the content in terms of its contribution to promoting successful learners, confident individuals, responsible citizens and effective contributors.

# **Scottish Resources: 10–12**

## **Autumn 2008**

### **Newsmaker in the news**

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## Newsmaker in the news

### Introduction

These two programmes challenge children to think about reporting and the news. The programmes focus on the current news issue of the situation in Iraq. In Programme One, the listeners hear about what Iraq is like from people who now live in Scotland but have originally come from the Middle East. We also hear from Frank Gardner, the BBC's security correspondent, about his love for the Middle East. In the final section of the first programme the listeners are challenged to think about the recent and current war situation in Iraq. They learn that Frank Gardner was shot, and became paralysed as a result, while working in the country he loves.

In Programme Two the children are firstly challenged to think about the effect that war has on the people involved in conflict. They are then guided to think carefully about how the news is reported. Do they know both sides of the story? Are there things that should not be reported in the news? Should they always believe everything they hear on the news?

The conclusion emphasises that news is of great importance for all of us. The listeners are challenged to think and talk about the issues that have been raised.

## Forward plan English Language 5–14

### Programmes 1 and 2 Newsmaker in the news

Attainment outcome focus: listening and talking

Level C/D

Strands	Pupil experience: what pupils should learn	Resources	Assessment
Listening for information	<b>By participating in the activities linked with the programme pupils will</b> <ul style="list-style-type: none"> <li>listen to functional items such as news and documentary materials from radio</li> <li>listen to interviews and talks</li> <li>make notes on relevant information</li> <li>learn to offer and justify their own opinions, offer alternatives and raise issues.</li> <li>in group discussion, listen and respond to different points of view by accepting, justifying or challenging these.</li> <li>deal with real-life situations presented by the mass media.</li> <li>explore the distinguishing features of a news report by taking notes, discussing and making examples.</li> <li>discuss the use of tone in spoken communications</li> </ul>	Scottish Resources 10–12: Newsmaker in the News  Teacher's notes and worksheets	It is recognised that the assessment of Talking and Listening can be more problematic than assessment of other forms of language. Some of the outcomes of the set activities can be used as evidence for assessment purposes. However, listening to and observing learners in an non-intrusive manner are the most effective means of gathering evidence about progress on Talking and Listening in groups. For further support with assessment refer to 'Assessment in the Classroom: Listening and Talking 5–14' (SCCC 1998)
Talking in groups	<b>Through talking activities, pupils will</b> <ul style="list-style-type: none"> <li>develop an understanding of the process of carrying information: awareness of audience needs; sequencing of essential details; clarity and calmness of delivery</li> <li>learn to listen to others and accept the value of their contributions</li> <li>initiate news ideas in discussion and support their own views with evidence and reasoning</li> <li>make notes and order them into sequences when preparing a short talk</li> <li>through discussion, take account of the views and attitudes of those involved in the interviews</li> <li>through debate, express opinions and preferences and go beyond simple statements to identify and express reasons, preferences or opinions.</li> <li>deliver reports to a variety of audiences and consider audience needs.</li> </ul>	As Above	As an introduction to self and peer assessment, pupils could examine the roles played by themselves and others.
Talking about opinions			A tick sheet for debating can be kept to record the children's abilities in the skills of debating. It is beneficial to complete this while the children are debating and then the teacher is able to give immediate feed back to each of the groups (an example Debating Assessment sheet is provided).
Talking about texts			
Audience awareness			
Knowledge about language			<b>Pupil self-assessment:</b> After each session the children should be encouraged to complete a self-assessment sheet that can then be kept along with other records (an example Pupil Self-assessment sheet is provided).

# Programme One **Newsmaker in the news** Part One

—Transmission date 6 November 2008

## Programme content

### Part One

Immediately, we are challenged to think about the news and who the news is for. We hear a news clip telling us of the war in Iraq and this news can be heard worldwide via different types of news broadcasts. We then hear from Noorah al-Ghailani, curator of Islamic Civilisations at the Burrell, about what Iraq is like away from the war stories; its population, its history, its contribution to civilization. Listeners hear about the similarities of Iraq to other countries and also the great differences. We meet girls originally from Kurdistan who now live in Glasgow and hear from them how different they find their lives now.

- Ⓐ Ⓛ **Stopping point:** 'Now you've listened, it's time to talk!'

### Part Two

In this section the listeners hear from Frank Gardner, the BBC's security correspondent. During his interview we hear why he decided to work in the Middle East, what he thinks about the Iraq war and if he believes that the region is being accurately represented in the media. Next we hear an archive extract of George W Bush declaring that he is sending troops into Iraq and also the poem 'Wars are Real' by Joan Lingard. We then return to Frank Gardner who tells the listeners of the things that he believes that everyone throughout the world should believe in and listeners are challenged to agree or disagree.

- Ⓐ Ⓛ **Stopping point:** 'Now it's your turn to talk!'

### Part Three

In this, the final section of Programme One, we start by hearing the thoughts of some Iraqi and Scottish children about things they think we should all believe in. We then return once more to a news extract telling us that Frank Gardner was shot and seriously wounded and that his cameraman, Simon Cumbers was killed. We are challenged to think about how this would affect Frank Gardner's view of the Middle East.

- Ⓐ Ⓛ **Stopping point:** 'Now split up into your groups — it's time to talk.'

## Talking time organisation

After each section of the programme, the presenter asks some questions. You may want to use them as the basis of a classroom discussion or let the children discuss them in pairs and groups.

When setting up the groups for discussion you may wish to use either the 'Snowball Model' or the 'Rainbow Model', or both, at some point during the programme.

### The snowball model

Stage one: pupils work in pairs.

Stage two: pairs join together to share their findings or to begin a follow up activity.

### The Rainbow model

Stage one: pupils work in groups of four and each group is named a different colour.

Stage two: reorganise the pupils into rainbow groups of one pupil from each colour.

## Presenter's questions

### Part One

- Do you think it is important to find out about other countries?
- What do you find interesting about other countries?
- Can you imagine what it would be like to live in Iraq?
- Are there some things that are the same everywhere?
- What about people, are we all the same really?

### Part Two

- Was it right for America to push democracy onto an Arab culture?
- Do we in the West understand the Arab culture?
- Are we making decisions on what is right and wrong without having knowledge about the culture?
- Are there some things we should all believe in, no matter where in the world we come from?
- Or does where and how you are brought up mean that you will think differently from someone in another part of the world?

### Part Three

- Do you think that being shot will change Frank Gardner's view of the Middle East?
- What would you think if something like this happened to you?
- Can you imagine how you would feel if you were attacked by people you were trying to help?

## Activities

### Part One

#### *Activity 1: Listen and Note*

Worksheet 1 is designed to be given to the pupils before listening to the first section of Programme One. This activity should help the teacher enhance the children's listening opportunity by asking them to focus on a section of an interview and note down points of importance and interest. The pupils should be making notes while listening to the programme. Depending on the pupils' abilities and past listening and note taking experience, the teacher may wish to allow the children to listen to the section of the programme more than once.

#### *Activity 2: Iraq: The Cradle of Civilization*

After the programme, the teacher may wish to develop the note taking activity by using Worksheet 2. The pupils should be given the opportunity to digest the information they have gathered in their notes, make choices and then apply what they have learned by designing an information poster about Iraq. The template on Worksheet 2 can be enlarged to enable a group of children to work together on their poster. Before starting the activity, the teacher should elicit from the pupils the meaning of the phrase, 'The Cradle of Civilisation' and why it has been used to describe Iraq. The pupils can then choose a few pieces of information they gathered in their notes to create an information poster about the contributions Iraq has made to civilization.

#### *Activity 3: Style and Dress*

For the 'Style and Dress' activity the children should work on their own individual sheet. However, to use this as a talking activity, it is important for the teacher to use the worksheet as a follow up to a class discussion. The activity is designed to help children highlight some of the differences between the West and the Middle East. It is suggested

that the teacher gathers a variety of pictures showing children and adults in traditional Kurdish dress and displays these. Encourage the children to look carefully at the Kurdish clothes and to think about why certain pieces of clothing may be worn. Allow the children time to discuss the clear difference between what children in Kurdistan would wear to school and what children in Scotland wear to school. These ideas can then be consolidated by using Worksheet Three.

#### ***Activity 4: Questions, questions***

The final activity linked to part one of programme one can be used in a variety of ways. The children should work with a partner or in a small group to devise a list of questions they would like to ask a boy or girl from Iraq or another Middle East country. The groups should be encouraged to work on this task independently, with the teacher taking a supporting role, helping the members of the group to understand the factors that can help or hinder group work. The teacher can place a limit on the number of questions that the group are allowed to ask, increasing the need for the group to work together and come to an agreement.

To give context to this activity, pupils can then give their questions to a child now living in this country who has originally come from the Middle East. You may have children from the Middle East in your own school. If not, it may be possible to contact another school which does have children from the Middle East who may be able to answer some of groups' questions.

### **Part Two**

#### ***Activity 5: Have you Heard?***

Before listening to Part Two of Programme One, give a copy of Worksheet 5 to each of the pupils. The first activity is another note taking exercise. The children are asked to listen to the interview with Frank Gardner and, while listening, note the things which he says he liked about the Middle East and why he wanted to work there. This activity gives the pupils an opportunity to listen to an interview and become familiar with this genre. After the interview, the pupils should set their sheets aside until the second break.

The second section of Worksheet 5 should be completed after the second break. Here, the children can note down ideas of what they would like to do when they are older. Encourage the pupils to enlarge on their reasons for wanting to choose to do a certain type of job or activity. Later on, this activity can be extended to develop the pupils' talking skills. Pupils should be able to talk about their opinions and feelings to an audience. The pupils should show audience awareness by including aspects of delivery which increase their success when speaking to an audience. (See *English Language 5-14: Audience Awareness Level D*)

#### ***Activity 6: Agree or Disagree***

During Part two of programme one, the children are directed to think about whether there are certain things that everyone should believe in. To help with this, teachers can use either Worksheet 6, Worksheet 7 or both. Worksheet 6 consists of a list of ideas from the programme. Before the pupils try to make a decision about whether to agree or disagree with these ideas, the teacher should discuss with the class, the meaning behind the statements. The sheet can then be used in a variety of ways.

- Pupils could complete the sheet as individuals and then, by sharing all the results as a class, a class consensus could be reached.
- Pupils could complete the sheet with a partner or small group with whom they have to discuss the statements. They should take account of each other's views and then reach an agreed decision about each statement.
- The worksheet could be copied on to OHP acetate and used as an aid to a whole class discussion. Here the teacher would lead the discussion while the pupils take on board each other's opinions and beliefs and then come to a class consensus about each of the statements.

**Activity 7: Agree or Disagree Again**

Worksheet 7 can be used instead of, or in conjunction with, Worksheet 6. Worksheet seven guides pupils to compile a list of statements from their own group or from class discussion. To complete this activity, individuals or pairs of pupils could be asked to come up with one statement that they feel everyone should believe in. The statements can then be collated into a class list, and the children have to decide which they agree with and which they disagree with. The sheet can be used in a similar variety of ways to Worksheet 6.

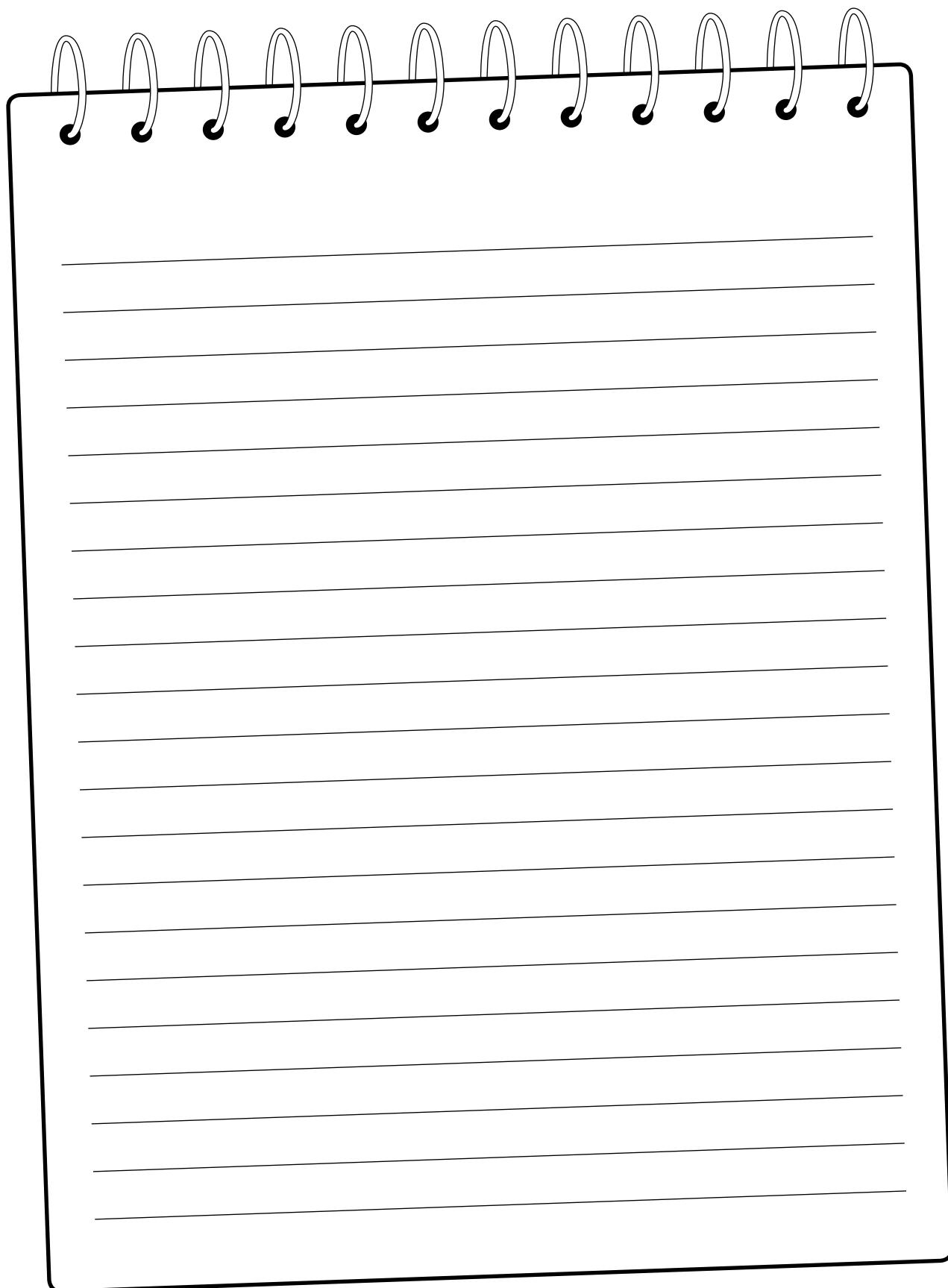
**Part Three****Activity 8: Terrible News — What does this do?**

Worksheet 8 is an aid to help focus the pupils' thoughts on the questions presented in the final section of Programme One. In their small groups, the pupils should discuss each of the questions and then circle an answer for each. The pupils should also be prepared to justify their answers to the rest of the class when questioned by the teacher. There is an element of prediction in this activity, since the children will hear Frank Gardner's thoughts at the beginning of the second programme. The answers given by the pupils could then be revisited and discussed after listening to Frank's interview in programme two.

**Assessment**

As an assessment aid, a Pupil Assessment Sheet has been provided for pupils to complete after working through the activities. This sheet should be completed by each pupil and then kept as a record of assessment in Listening and Talking.

While you listen to Noorah al-Ghailani, curator of Islamic Civilisations at the Burrell Collection, make notes about what Iraq was like, what it is like today and what Iraq has brought to the rest of the world.



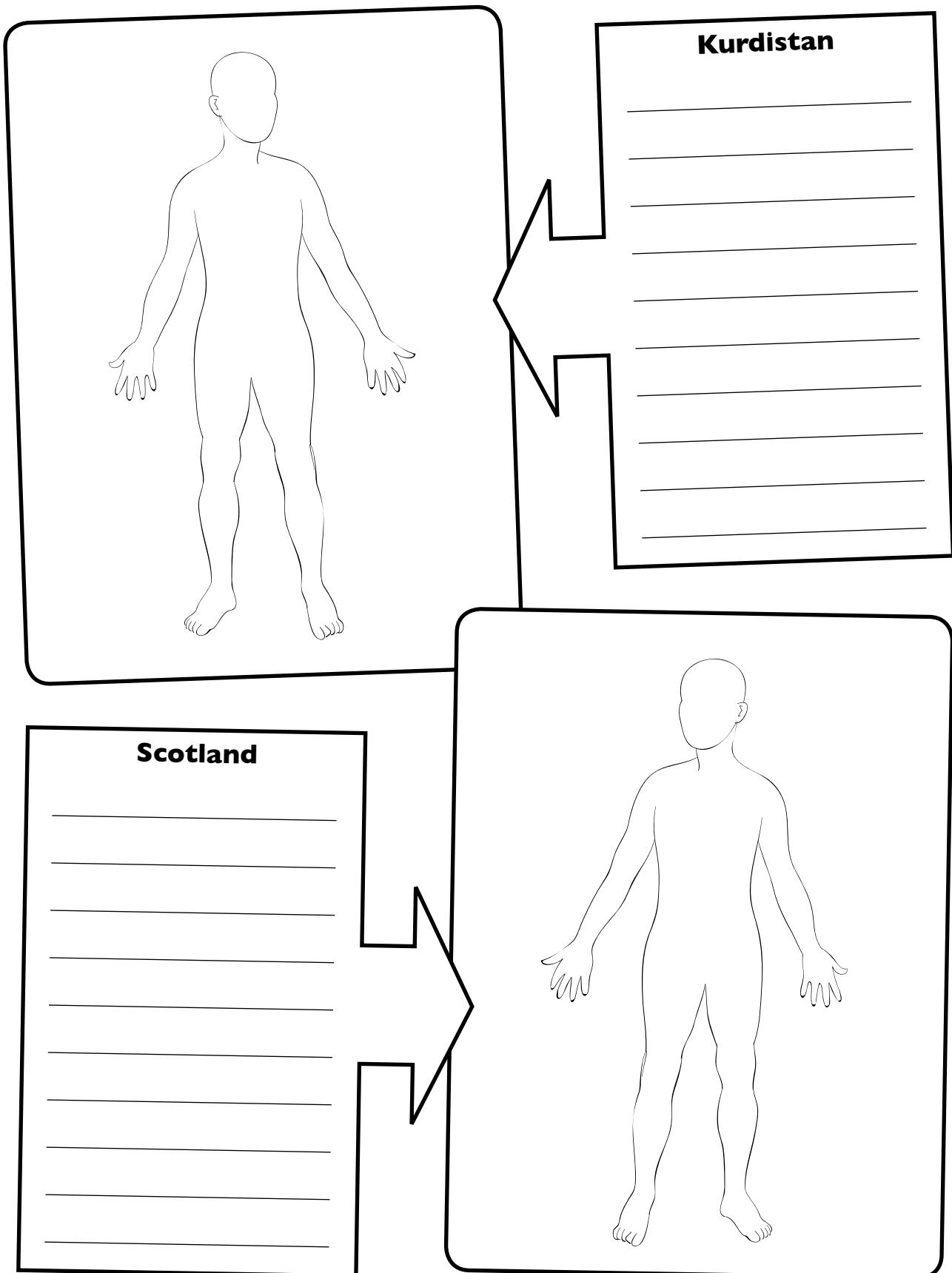
A drawing of a spiral-bound notebook. The spiral binding is at the top. Below it is a single sheet of lined paper with horizontal ruling lines. The paper is oriented vertically and has a thin black border around its edges.

# IRAQ

## The Cradle of Civilisation

## Style and dress

Look at pictures of traditional Kurdish dress and then draw a picture of a girl or boy in their Kurdish clothes. Draw a picture of you in your school uniform and then note the differences beside each picture.



Write a list of questions you would like to ask an Iraqi boy or girl.  
Think carefully about what type of things you would like to find out about.



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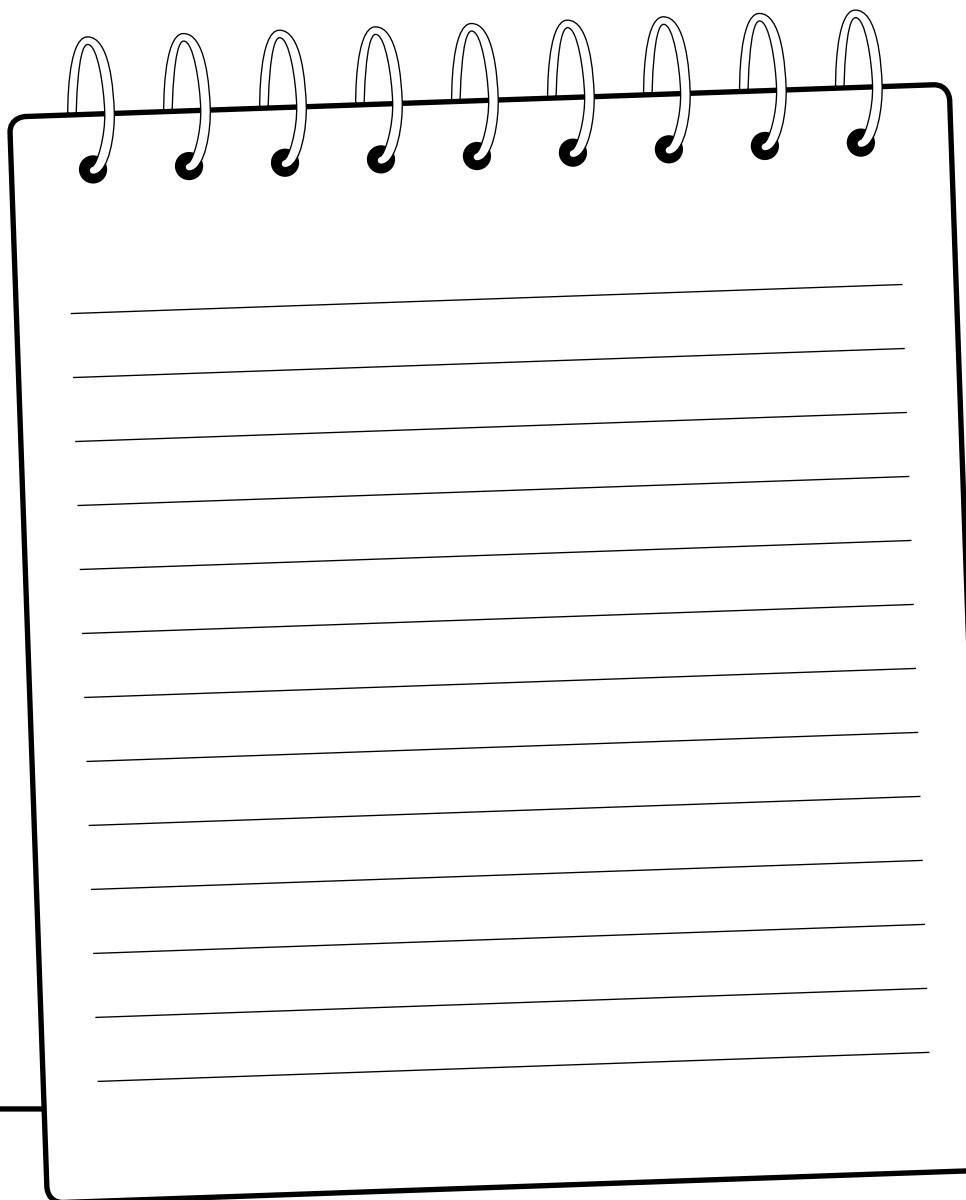


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Bronwen Livingstone went to interview Frank Gardner, the BBC's security correspondent. Listen to the interview carefully and note down, while you listen, what things Frank liked about the Middle East and why he wanted to work there.



Frank Gardner decided he wanted to be a reporter, telling the world about the Middle East. Have you got any ideas about what you would like to do when you are older? Write down your thoughts and then share them with the rest of your group or class.

## Agree or disagree?

Do you agree that there are some things that everyone in the world should believe in? Or do you think that what you believe in depends on how you were brought up and where you come from?

Here are some ideas from the programme. Tick a box to show whether you agree or disagree that everyone should believe in them.

I think  
everyone  
should  
believe  
this.

I don't  
think  
everyone  
should  
believe  
this.

**Torture is always wrong.**

**It is always bad.**

**Everyone should have  
basic human rights.**

**The press should be free  
to report anything it wants.**

**Judges should be allowed to make  
their minds up without interference.**

**People should elect their leaders  
in free and fair elections.**

**Everyone should have access to  
free hospitals and medical care.**

**Everyone should be allowed  
to have an education.**

## Agree or disagree?

From talking about beliefs in class, choose some ideas that people might believe in.

After writing up to seven of the chosen ideas below, tick a box to show whether you agree or disagree that everyone should believe in them.

I think everyone should believe this.

I don't think everyone should believe this.

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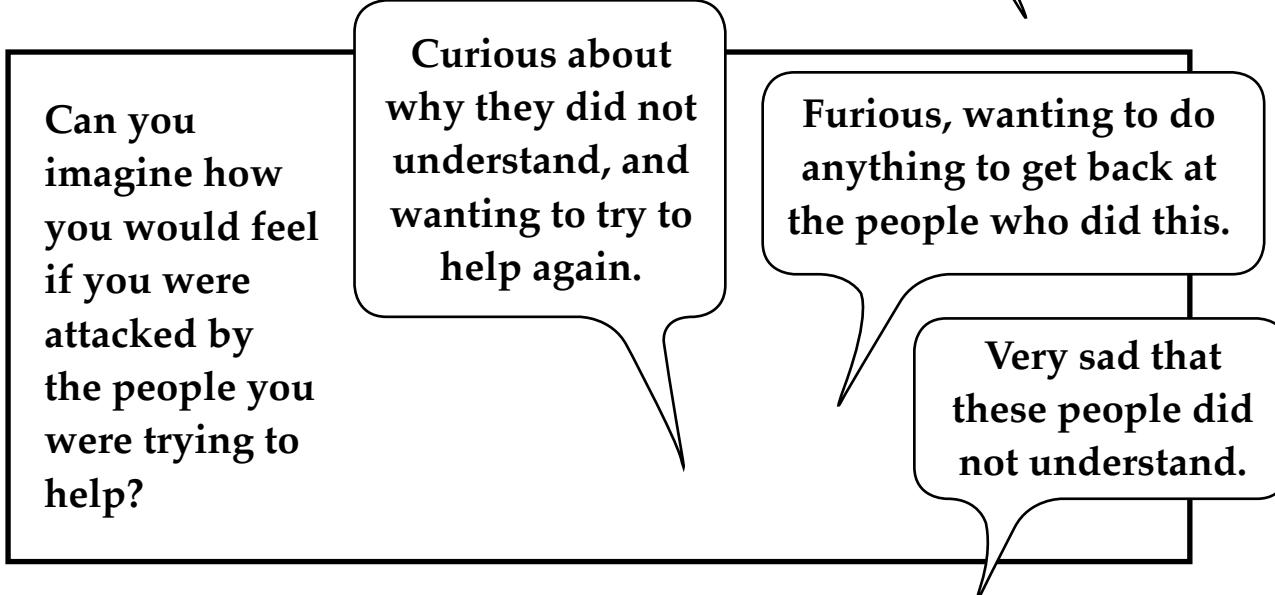
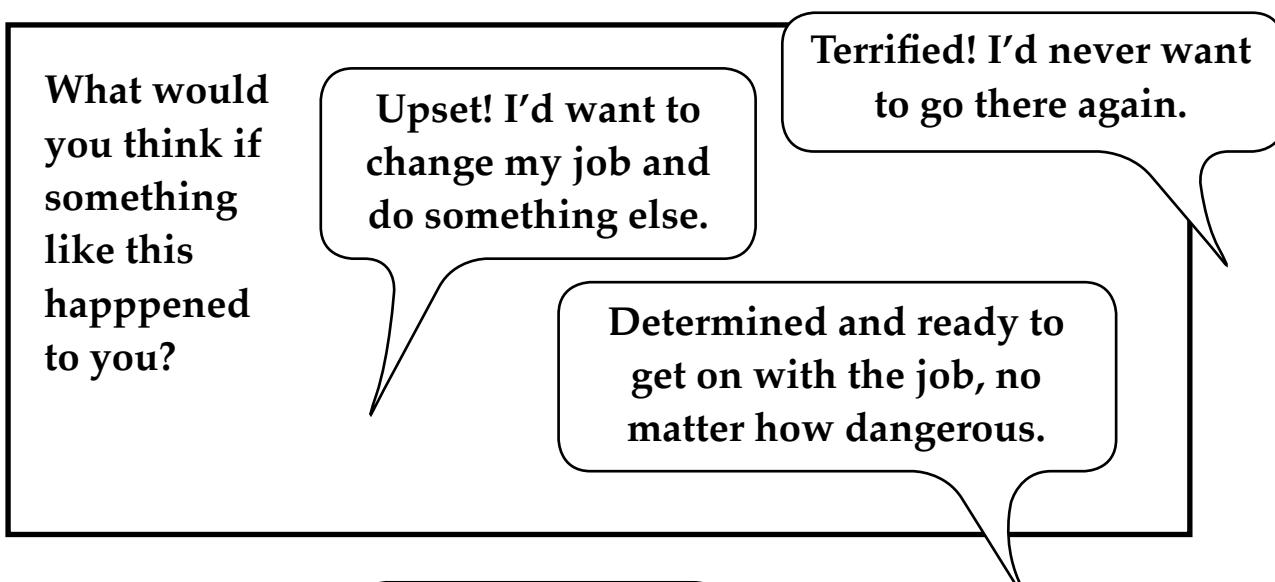
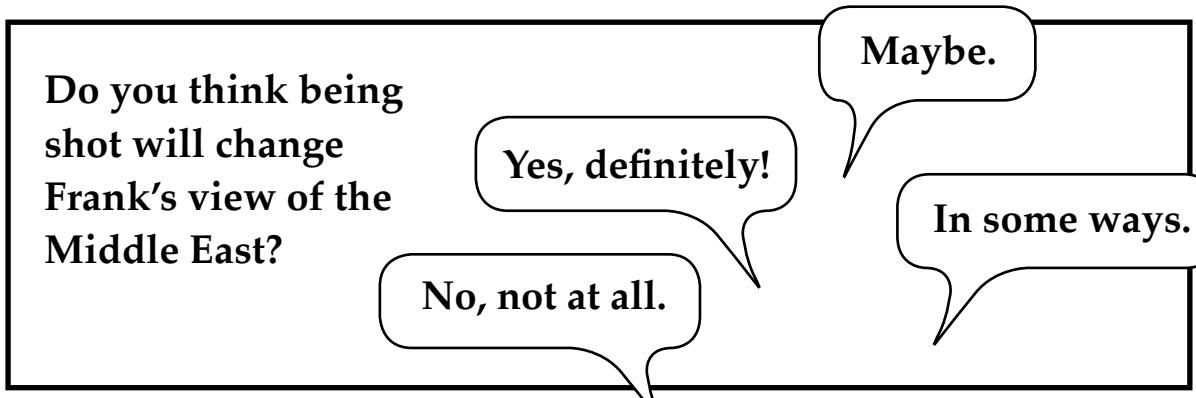
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## Truth and consequences

Think about what you have just heard. Frank Gardner has been critically wounded and his cameraman has been killed. In your groups think about the following questions and then circle which answer you, as a group, think is most appropriate.



## Programme Two **Newsmaker in the news** Part Two

— Transmission date 13 November 2008

### Programme content

#### Part One

Programme Two starts with Frank Gardner telling the listeners about the shooting and what happened to him during and after. He explains why he is angry with the men who shot him as he was attempting to give a balanced report on the situation in Iraq. He spoke to them in Arabic and they shot him simply because he was white and western.

The listener then hears a news clip about a bombing at a Jordanian Wedding where the bride's parents and many other guests were killed. The couple, when interviewed, explained how they believe that they must forgive the people who did this to them.

 **Stopping point:** 'Now it's your turn to talk!'

#### Part Two

The second part focuses on how we view ourselves. The listeners are directed to think about how people describe themselves to others. We hear from a Muslim comedian who tells jokes about being a Muslim woman, and we are prompted to think about whether it is all right to tell jokes about yourself even when it might not be acceptable for other people to tell the same jokes. The listeners are then moved on to thinking about how the same story is viewed by, and reported by, different people. Frank Gardner explains how news reports are delivered.

 **Stopping point:** 'Now you've listened, it's time to talk!'

#### Part Three

In the final part of Programme Two, pupils are prompted to think about whether news stories are always told truthfully. The listeners hear from Mohammad Al-Shagra who worked for Iraqi television news until reporting the news truthfully became a dangerous thing to do. He explains what it was like to be an Iraqi news reporter, why he had to leave and how he views the news. Pupils then hear from Blair Jenkins, former head of news and current affairs at BBC Scotland. He explains why it is important that he and others have to decide what should be shown on the news. The pupils are presented with the question, 'Should everything be shown on the news or are there some things that we just should not know about?'

 **Stopping point:** 'It's time to get talking!'

### Talking time organisation

As with programme one you may wish to use the 'Snowball Model' or the 'Rainbow Model' or both at some point during the programme.

### Presenter's questions

#### Part One

- How do you think Nadia and Ashraf feel about the people who bombed their wedding?
- How would you feel if someone hurt the people you love?
- Has hearing of the bombing changed your mind about the Middle East?
- Do you think violence is ever okay?
- How much can be explained away with culture? Is that right?

**Part Two**

- Reporters have to tell the story truthfully but can they tell the story from all points of view?
- Is it okay to tell jokes about your own religion and beliefs?
- Can you think of a time you told a story from one point of view, completely ignoring the other? Why did you do that?
- Do you think reporters ever recount a story from a particular point of view?

**Part Three**

- Should we always believe everything we hear on the news?
- Some things are too controversial to show on the news — do you agree with this?
- Are there some things that we just shouldn't know about?
- Do you think we stop being shocked by these things if we see them on television too often?
- Should we be able to choose for ourselves what news we can view?
- Do you think it is true that 'Today's news is tomorrow's chip wrapper'?
- Does the news change anything? Is it important?

## Activities

**Part One*****Activity 9: Shot — why?***

Worksheet 9 is a challenging activity. Through the programme, the pupils listen to Frank Gardner's experience of being shot. This activity sheet is to be used to help pupils respond to Frank's experience. They are asked to consider statements from his account and decide how they think he was feeling when he was recounting the shooting. It is important for the teacher to support the children in their responses and emphasise that they should consider how Frank was feeling when he was retelling his story. Consideration should be made of the language he uses and the tone of his voice during the interview. The activity is then extended by the pupils investigating some of the language used by Frank.

This activity can be completed by individuals, pairs, and small groups. Or, if the teacher feels that the children are in need of more teacher input, it can be done as a whole class activity.

***Activity 10: Iraq — forgiveness***

This activity is an optional extra. The subject of forgiveness can be explored by using Worksheet 10, as well as through class discussion. The pupils have heard an interview with Nadia and Ashraf, in which they learn that the act of forgiveness was of great importance to them. Through discussion, the pupils should be encouraged to take account of the views and attitudes of those involved in the bombing. The teacher should then encourage pupils to set their understanding of the interview against their own knowledge, experience and opinions.

**Part Two*****Activity 11: Describe yourself***

This activity is designed to create an opportunity for pupils to talk about experiences, feelings and opinions, and to show an awareness of the audience when giving a short talk. Pupils should complete Worksheet 11 individually. After they have done this, the teacher should give support by helping pupils to sort out what they want to say and to organise their short talk by using the notes from their Worksheet. Pupils should learn that when preparing their talk they must consider the purpose and nature of the audience.

They should be made aware of non-verbal gestures and how they will interest their listeners. To complete this activity the pupils then give a brief one-minute talk, based around the two questions presented in Worksheet 11.

#### ***Activity 12: Point of view***

The presenter poses the question, 'Can you think of a time you told a story from one point of view, completely ignoring the other'. This question prepares the pupils for the next section of the programme where they have to consider whether the news is always truthfully told. The teacher may wish to use this question purely to prompt group or class discussion. However it may be of benefit for the pupils to recall an incident and record it on the provided activity sheet before discussion.

#### ***Activity 13: The Generic Minute***

At the end of part two of the programme, Frank Gardner gives the listeners an insight into the techniques of news reporting for radio by explaining 'The Generic Minute'. The pupils are given a sample structure for their own 'Generic Minute' news report on Worksheet 13. Pupils can be given the opportunity to organise what they want to say and take into account the nature of their audience — radio listeners. While preparing their report they should consider how aspects of delivery can affect the success of reporting. The opportunity can be given for the pupils to make recordings of their one-minute news reports. These recordings can be later used as evidence for self or peer assessment.

### **Part Three**

#### ***Activity 14: Debate***

The first activity connected with Part Three provides an opportunity for debate. Before this activity the children should discuss, in their groups, the presenter's questions about this section. The children should then be grouped into threes. Each trio is allocated either the affirmative or the negative stance. Explain that as the speakers for the affirmative they should argue in support of the statement, and as the speakers for the negative they should argue against it.

Each affirmative group is then paired with a negative group and the children are asked to discuss the statement

*'The News should tell us everything'*

Use Worksheet 14a (a planning sheet) in any way you feel appropriate. You may want to give each group an enlarged sheet, or half of the sheet, or give each individual their own speech bubble. Each group of three is required to work together to decide on the points they want to debate. Speaker one needs to be able to introduce the subject as well as present the group's own point for debate, and speaker three needs to be able to make a concluding statement after giving their point for debate. Pupils who have had some previous experience of debating could also be encouraged to include 'rebuttals' during the debate. A final draft sheet (Worksheet 14b) allows individual speakers to prepare their own sections of the debate. Worksheet 14b can be used for any pupil, on either side. The groups are then given the opportunity to debate in front of the rest of the class. A separate assessment sheet has been provided for this activity to help with recording the specific requirements of debating.

#### ***Activity 15: And finally...***

The programme concludes with the presenter posing questions about the importance of the news. Worksheet 15 can be used by pupils in small groups to help stimulate a quick-thinking activity. The pupils are expected to digest information they have gathered through listening to the two programmes, make choices and apply what they have learned. This final activity sheet can also be used as assessment evidence.

To conclude, the pupil self-assessment sheet should be completed by each pupil and then kept as a record of assessment in Listening and Talking.

## Shot – why?

Frank Gardner describes his experience of being shot and how he feels about it.

Read the statements that he made about his experience and discuss them in your groups.

Note how you think Frank is feeling when he makes each of his comments.

Explain the meaning of each of the highlighted phrases.

**Frank said...**

**He felt...**

“He said ‘Peace be upon you’, he pulled out a pistol and shot me.”

“I pleaded with them in Arabic to spare my life and they responded by standing over me and shooting me four more times.”

**“So they ‘bravely’ shot me in the back,** a civilian, who spoke their language, who spent four years studying Islam, who spent all this time trying to explain the better things in the Middle East and the Islamic world and they shot me just simply because I was white and I was western.”

“I am pretty angry at the people who did it. I don’t blame the Middle East or the culture. **These were extremists.**”

“It was just so stupid and **it was cowardly** as well. We had no defence, no armed policemen, we were not soldiers or anything to do with the war on terror, we were just journalists.”

**“The irony is** that we were trying to give a fair and balanced report on what is the terrorism situation in Saudi Arabia.”

“...they have some misguided idea that they are **going to paradise** if they shoot a couple of westerners.”

“So they ‘bravely’ shot me in the back.”

“These were extremists.”

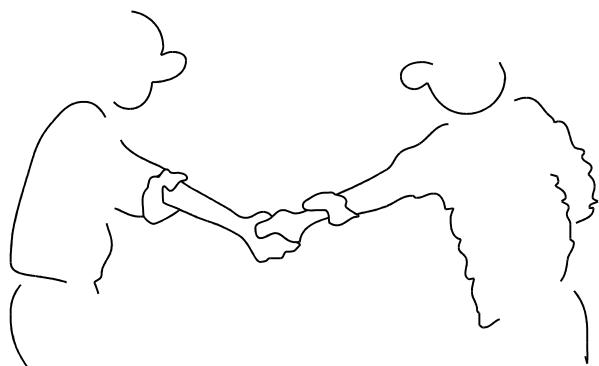
“...it was cowardly ...”

“The irony is...”

“...going to paradise...”

# Forgiveness

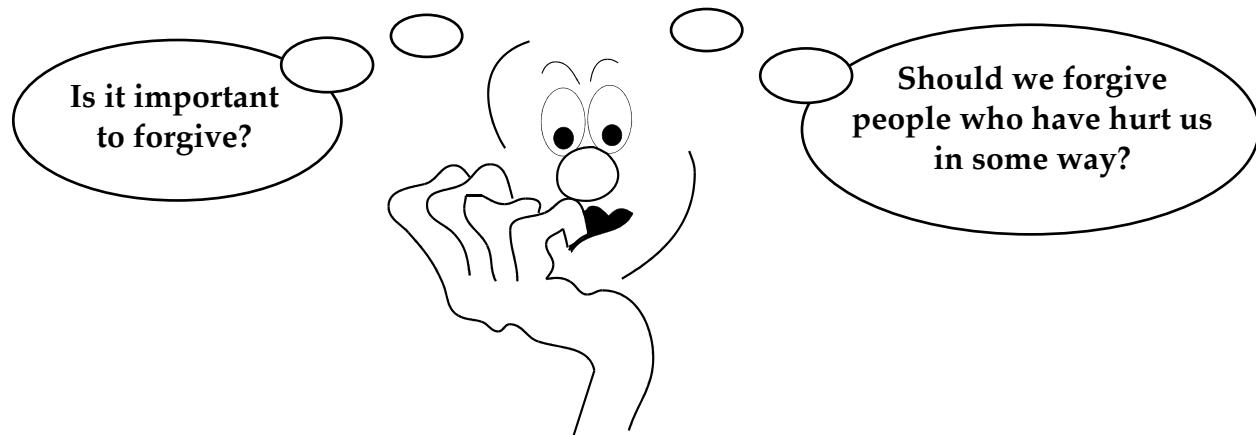
Nadia and Ashraf believed that it was important to forgive the bombers who killed their friends and family. Could you be so forgiving?



## When have you forgiven someone?

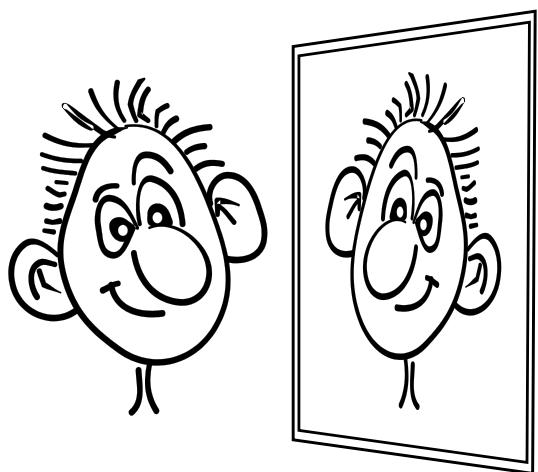
## When has someone forgiven you?

## To talk about...



## Describe yourself

How do you tell people about your personality and character — who and what you are?



## How would you describe yourself?

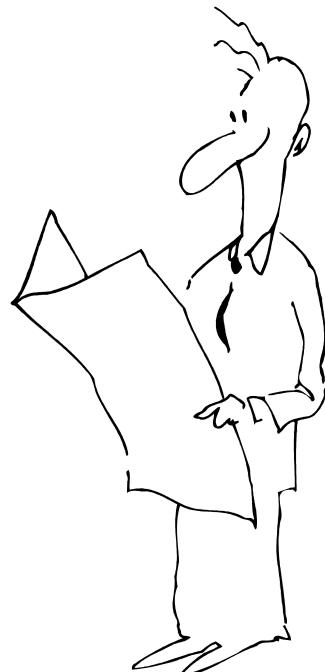
## Who or what would you like to be, and why?

## Points of view

Think of something that you did, or something that's happened to you, that might have seemed very different to someone else. Tell the story from your own point of view. Then try to write about how it must have looked to the other person.

From someone else's point of view...

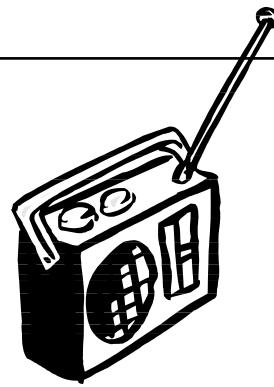
## From my point of view...



## The generic minute

Imagine that you are a radio news reporter. You have to give a report on an incident you have just witnessed.

Think of a recent event that happened to you or a friend and then write 'The Generic Minute' for the radio broadcast.



**What happened?**

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**When did it happen?**

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**Where did it happen?**

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**How did it happen?**

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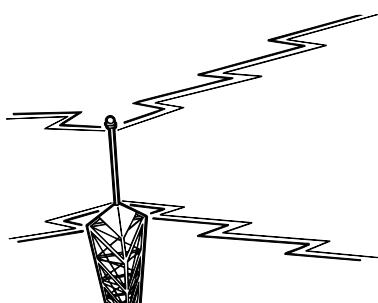
**What is being done about it?**

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## The news debate

Plan your strategy for the debate.

First speaker for the affirmative

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First speaker for the negative

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Second speaker for the affirmative

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Second speaker for the negative

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Third speaker for the affirmative

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Third speaker for the negative

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## The news debate

Make your notes for the debate.

**Topic:** \_\_\_\_\_

## Affirmative

## Negative

Speaker's name:

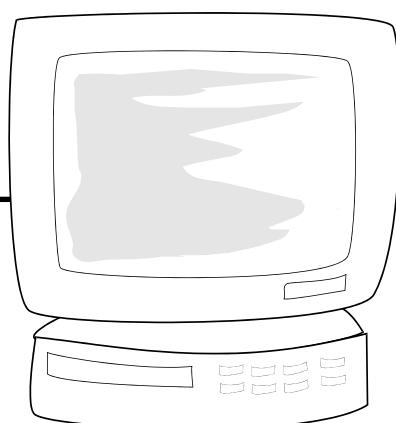
**Speaker No:**

## Notes for speech:

## **And finally...**

You have heard the thoughts of Frank Gardner, Mohammad Al-Shagra and some school pupils about why they believe that the news is important.

Now note down as many reasons why you believe the news is important.



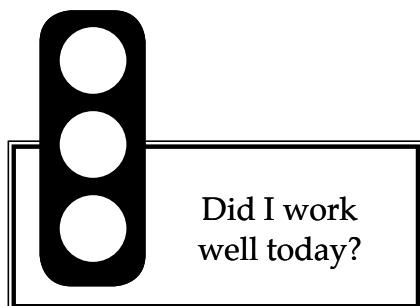
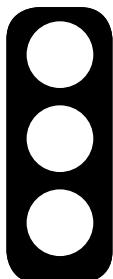
Name

Colour the traffic lights to show how you got on today.

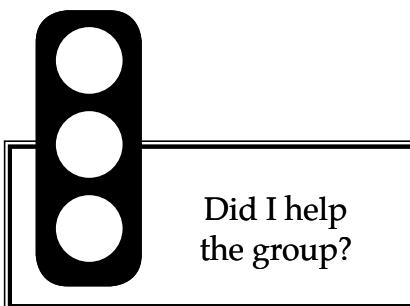
If you could have done better, colour the top light red. 

If you did quite well, colour the middle light **orange**. —————→

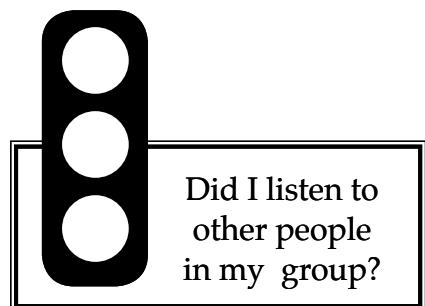
If you did very well, colour the bottom light green. 



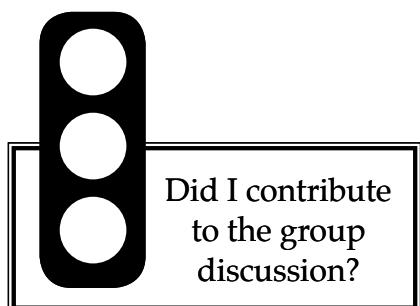
# Did I work well today?



Did I help  
the group?



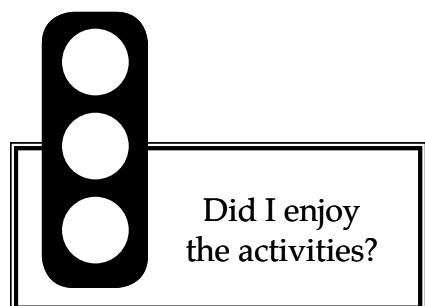
Did I listen to  
other people  
in my group?



Did I contribute  
to the group  
discussion?



Did we manage to complete our group activities?



Did I enjoy  
the activities?

## **Listening and talking log**

During today's activities I really enjoyed hearing and learning about

My wish for next week is

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## **Subject of debate:**

## **Pupil's name**

- Understanding of affirmative and negative positions
- Relevant information
- Clear and calm delivery
- Awareness of audience
- Introduction and conclusion
- Rebuttal

A large grid of 80 empty rectangular boxes arranged in 10 rows and 8 columns. The boxes are outlined in black and have a slight drop shadow, giving them a 3D appearance. They are evenly spaced and cover most of the page.